|  |
| --- |
| 1. I am asked to share my opinions regarding my child’s strengths and how my child learns best, when the teacher is establishing learning goals for him/her. |
| 1. My child’s teacher(s) regularly communicate positive messages to me about my child. |
| 1. My child’s teacher(s) communicate with me frequently (e.g., several times each semester) to **help me to understand** my child’s progress toward learning goals and his/her performance on class assignments and assessments (e.g., grades, missing assignments, etc.) |
| 1. This year, I have received information regarding:  * my child’s grade-level academic goals * expectations for behavior and attendance * the supports that are available to help my child if he/she is struggling * up-to-date information about my child’s homework (what is due, and when, etc.) * how I can help my child with homework and with learning at home * the various school meetings that occur during the year that I am welcome to attend * the e-mail address and phone numbers and the best times and ways (e.g., email, telephone) to communicate with school staff * how I can be involved in student activities at the school * the community resources that are available to families at my child’s school (e.g., food, housing, and health care services) * Parent Teacher Association membership and meetings * how I can be involved as a volunteer * how I can be involved in school improvement planning * the school’s approach to teaching |
| 1. My child’s teacher(s) speak directly with me if my child is having academic difficulty or is causing classroom disruptions **before** a crisis occurs. |
| 1. My child’s school provides me with the opportunity to:  * participate in school improvement planning (e.g., attending meetings, providing input and feedback about school improvement decisions, etc.) * present to students on careers and other topics * assist with school activities (e.g., art shows, music performances, science fairs) * participate in and assist with literacy activities (e.g., read-aloud events, theater workshops, book swaps, etc.) * tutor/mentor students * chaperone field trips and other class outings * assistants in classrooms, libraries, and computer labs * contribute from home (e.g., assembling materials, typing, etc.) |
| 1. My child feels safe, respected and included at school. |
| 1. My child reports that adults at school interact with students in a respectful and positive manner |
| 1. My child reports that bullying is a problem at my his/her school |
| 1. My child is being well prepared for high school |
| 1. My child’s teachers are interested in him/her as a person and not just as a student |
| 1. My child’s teacher(s) communicate high expectations for my child |
| 1. My child receives the instruction and intervention support that he/she needs to be successful in school. |
| 1. My child believes that his/her school work is relevant to his/her personal life goals. |
| 1. My child believes that he/she has control over his/her academic success. |